DOCUMENT RESUME

ED 223 308 JC 820 556

AUTHOR Renkiewicz, Nancy K.; And Others

TITLE The Reverse Transfer Student: An Emerging Population. Preliminary Draft; Field Review Edition.

INSTITUTION Los Rios Community Coll. District, Sacramento, Calif.; Northern California Community Colleges Research Group.

PUB DATE [82]
NOTE 73p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Graduates; *College Transfer Students; *Educational Background; *Enrollment Influences; Enrollment Trends; Questionnaires; School Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS *Lateral Transfer Students; *Reverse Transfer Students

ABSTRACT

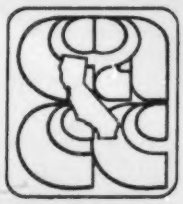
As part of a statewide investigation of the reverse transfer student, a study of students transferring from four-year colleges and universities to community colleges was conducted in the Los Rios Community College District. The study sought to determine the relative size of the reverse transfer population; differences in the characteristics of reverse transfers and other students; and reasons students left the four-year colleges or transferred laterally from one community college to another. Questionnaires were sent to 11,210 students at the three Los Rios colleges, requesting information on background, enrollment influences, educational attainment and plans, and prior college attendance. Based on responses from 10,196 students, or 22% of the total district student population, the study revealed that: (1) 19.6% of the respondents were reverse transfer students, including both four-year college graduates and non-completers; 25.7% had previously attended a community college; and 54.7% had no prior college experience; (2) 82.4% of the four-year college graduates and 69.6% of the first-time students were employed; (3) 11.7% of the four-year college graduates and 56% of the first-time students were enrolled for 12 units or more; and (4) four-year non-completers left the four-year college mainly for financial reasons or uncertainty about their major, while two-year lateral transfers left their previous college primarily because of a change in job or residence. A literature review and the survey instrument are included. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223308

The Reverse Transfer Student:

An Emerging Population



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. K. Renkiewicz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Preliminary Draft

Field Review Edition

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

VC 820 556

THE REVERSE TRANSFER STUDENT: AN EMERGING POPULATION

Nancy K. Renkiewicz
Associate Dean, Community Education/
Research and Development
Sacramento City College

Peter M. Hirsch
Associate Executive Director
California Association of Community Colleges

Marshall E. Drummond
Director, Education and Planning
Los Rios Community College District Office

Grace N. Mitchell
Associate Dean, Instruction
American River College

Funding for this project was provided by the Los Rios Community College District and the Northern California Cooperative Institutional Research Group.

TABLE OF CONTENTS

FIGURES AND TABLES.....iii

ACKNOWLEDGMENTS..... iv

THE REVERSE TRANSFER STUDENT: AN EMERGING POPULATION

INTRODUCTION..... 1

REVIEW OF THE LITERATURE..... 5

Characteristics of the Reverse and Lateral Transfer Students..... 7

Goals: Reasons for Attending..... 9

Reasons for Leaving Colleges..... 10

THE LOS RIOS REVERSE TRANSFER STUDY..... 12

Design of the Study..... 12

Sampling..... 14

SUMMARY OF MAJOR RESULTS..... 19

RESULTS OF THE STUDY..... 22

Student Population Groups..... 22

Personal Demographics..... 25

Economic Factors..... 29

Current Educational Experiences and Aspirations. 32

Reasons for Enrolling in Los Rios Colleges..... 36

Reasons for Leaving the Two-Year College and Four-Year College or University..... 43

SUMMARY..... 47

Findings..... 48

Conclusions..... 51

APPENDIX A..... 54

APPENDIX B..... 58

REFERENCES..... 64

FIGURES AND TABLES

Page

FIGURE 1 - CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES - TRANSFER STUDY RESEARCH AGENDA..... 4

TABLE I - COMPARISON OF DEMOGRAPHIC CHARACTERISTICS OF SAMPLE AND TOTAL CREDIT STUDENT POPULATION..... 15

TABLE II - SUBPOPULATIONS OF STUDENTS EXAMINED IN THIS STUDY..... 15

FIGURE 2 - DISTRIBUTION MATRIX FOR LOS RIOS COMMUNITY COLLEGE DISTRICT STUDENTS BY POSTSECONDARY EDUCATION EXPERIENCE..... 17

FIGURE 3 - PERCENT OF STUDENTS ACCORDING TO PRIOR EDUCATION EXPERIENCES..... 24

TABLE III - PERSONAL DEMOGRAPHICS - STUDENT GROUPS..... 26

TABLE IV - ECONOMIC FACTORS OF THE FIVE STUDENT GROUPS..... 30

TABLE V - CURRENT EDUCATIONAL EXPERIENCES AND ASPIRATIONS OF THE FIVE STUDENT GROUPS..... 35

TABLE VI - REASONS FOR ATTENDING THEIR CURRENT COMMUNITY COLLEGE AS REPORTED BY MORE THAN FIFTY PERCENT OF THE RESPONDENTS IN THE FIVE STUDENT GROUPS (WHEN FIRST ENROLLED)..... 38

TABLE VII - REASONS FOR ATTENDING THEIR CURRENT COMMUNITY COLLEGE AS REPORTED BY MORE THAN FIFTY PERCENT OF THE RESPONDENTS IN THE FIVE STUDENT GROUPS (NOW)..... 41

ACKNOWLEDGMENTS

The authors of the study wish to express appreciation to the following individuals and groups who assisted with this study:

Design Committee

Carrie Douglas
Dennis Edwards
Bob Jensen
Jeanne Landis
Allan MacDougall
Barbara Mertes
David Mertes
Dick Rasor

Questionnaire Development

Nancy Conrath
Carrie Douglas
Jeanne Landis
Barbara Mertes
David Mertes
Dick Rasor

Review Groups

CACC Instruction Commission
CACC Research and Development Commission
CACC Student Services Commission
California Commission on Postsecondary Education-Admissions and Articulation Committee
California Community Colleges Chancellor's Office

Implementation

Chabot College - Valley Campus Students
Los Rios Area Deans/Secretaries
Los Rios Community College Students
Los Rios Faculty
Los Rios Faculty Senate
Hoolie Baber
Sue Burns
Doug Burris
Lowell Christensen
Chris Corona
Carrie Douglas
Karen Ishimoto
Bob Jensen
Charles Nadler
Pete Padilla
Chuck Synold

Data Processing

Leo Day
Pat Finley

ACKNOWLEDGMENTS

Reports/Data Presentation

Ernie Berg
Dorothy Bray
Mike Colozzi
Chris Corona
Carrie Douglas
Linda Egan
Allen Elston
LaVada Kelley
Pat Kramer
Jim Mitchell
Dick Rasor
Jean Smelser
William Smith
Linda Thomas
Kirk Wiecking

THE REVERSE TRANSFER STUDENT: AN EMERGING POPULATION

INTRODUCTION

In the past three years, various studies have been conducted among selected community colleges nationally to define and identify student populations attending public two-year community colleges. Findings from these studies have indicated dramatic demographic changes in students who choose to attend a community college, changes including a sharp increase in part-time students, a distinct drop in the transfer student population and an increase in a "newer" group of students who have attended a four-year college or university and then enrolled in the community college (REVERSE TRANSFER STUDENTS). Any one of these changes could have a major effect on the defined mission established for the community colleges.

In California, presentations made since 1980 before the California Postsecondary Education Commission suggest that more students transfer from California's public four-year colleges and universities to California's public community colleges than transfer from colleges to the four-year institutions. Kissler (1980) reports that the University of California now sends more students to the community colleges than they send to the UC system. He reported that in the fall of 1979, 10,000 students entered California's two-year colleges after having left the University of California.

This fact, in combination with the general lack of available information on the reverse transfer student, prompted the Commission on Instruction and the Commission on Research and Development of the California Association of Community Colleges (CACC) to undertake a major effort to learn more about the reverse transfer function. During 1980-81, the Association's Commission on Instruction began an intensive review of available information on transfer students. In October, 1980, Commissioner Dennis Edwards distributed a compilation of recent information on the subject. Based on the information, the Commission voted to seek the assistance of the Commission on Research and Development in the design and implementation of a major research study of California community college transfer students.

Concurrently, the Commission on Research and Development reviewed the available information on community college transfer students. After examining the issue, the Commission concluded there was a lack of reliable and recent information. Consequently, the Commission considered alternative research approaches to acquire the needed information.

To determine the feasibility of such a study, the two commissions formed a joint ad hoc transfer study committee. That committee met in Spring, 1981, and concluded that the study should be developed, that initial study results should be available to the Association membership during 1981-82, and that a task group should proceed with the development of a study plan.

The study plan was reviewed by the CACC Council of Commissions in December, 1981, and approved by the Board of Directors at the February, 1982 meeting. The study plan included: (1) A Research Agenda (see Figure 1), (2) a detailed description of the Reverse Transfer Study Component which surveys community college students, and (3) a copy of the survey instrument (see Appendix A).

It was decided to delay the implementation of the Transcript Study Components of the Research Agenda pending the results of the Reverse Transfer Study and the acquisition of external funding. Without exception, all reviewers felt that implementation of the transcript components would require resources beyond those available through CACC and other statewide organizations and agencies.

FIGURE 1

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

TRANSFER STUDY RESEARCH AGENDA

Component #1 Transcript Study-Community College Students	Component #2 Transcript Study-CSUS/UC Students	Component #3 Survey-Community College Students: Reverse Transfer and Other Student Groups
1. Describe student flow from high school to community college. 2. Describe flow from community college to community college. 3. Develop an operational definition(s) of the transfer student based on actual behavior. 4. Validate profiles of California Statewide Longitudinal Study. 5. Make projections about types of students served.	1. Describe student flow between community college and four-year institutions. 2. Describe student progress toward degree goals. 3. Describe characteristics of community college transfers who complete baccalaureate degree. 4. Describe characteristics of community college transfers who do not complete baccalaureate degree. 5. Describe characteristics of native students who complete baccalaureate degree. 6. Describe characteristics of native students who do not complete baccalaureate degree. 7. Determine the relative importance of each of the factors as they differentiate between baccalaureate completers and lateral transfers.	1. Describe and compare the demographic characteristics of the reverse transfer population with the demographic characteristics of other student groups. 2. Compare and determine the relative importance of students' reasons for leaving the institution previously attended. 3. Describe and determine the relative importance of students' reasons for leaving the institution previously attended.
METHOD		
1. Data collection from community college transcripts. 2. In-depth interview of those students who exhibit the behavior of transfer students.	1. Data collection from transcripts of BA completers/lateral transfer groups.	1. Survey community college students: a. Those with experience in four-year institutions b. Those with no experience in four-year institutions.

REVIEW OF THE LITERATURE

As early as 1960, in a landmark study which first described the "cooling-out" function of the two-year college, Clark identified a large group of students who transferred in the other direction, to the community college from four-year institutions. He pointed out that "so many reverse-flow students were received" at the junior college he was studying, that the college used these numbers to help predict its enrollment patterns (p. 67). Clark reported that the college was serving former state college students who could make up work with the hope of returning to their original colleges of enrollment. The definition of the reverse-flow student proposed by Clark was to remain the subject of study for the next decade; the two-year college assumed the responsibility of the salvage function.

According to many researchers, these reverse transfer students were often put on probation by the receiving community colleges. In the ensuing years, however, studies such as those of Kintzer (1966) and Meadows and Ingle (1968) began to examine more closely the definition of the reverse transfer students and their success at the community college. Both studies concluded that the performance of these students merited a change in colleges' probationary policies.

Meadows and Ingle (1968) first asked the important question of whether the reverse transfer student performed well upon return to the four-year institution. Many

reports concluded that the community college performed its salvage function well; students returning to four-year institutions had apparently benefited from their time at the two-year colleges and succeeded in competing with the native four-year student (Carter and Schultz, 1971; Preus and Swaim, 1974; Brimm and Achilles, 1966; Grafton and Roy, 1980).

Concurrent with studies reporting on the success of the reverse transfer student, came further expansion of the definition of the reverse transfer student. Lee (1975) found that students who returned sought more than improvement of their academic records and did not necessarily have academic deficiencies. In a nationwide study, Heinze and Daniel (1970) used the broadest definition to date: any student, full or part time, whose last work was at a baccalaureate granting college.

At the same time, another group of transfers to the community college was recognized: students who transfer from one community college to another. Researchers who examined the "transfer-ins" to their colleges found that 33% of the students came from other two-year colleges (Muck and Undem, 1965). The term "lateral transfer" was applied to this student for the first time by Kirby (1977), who found that Oakton Community College "transfer-ins" were 38% lateral transfers and 62% reverse transfers.

Although the existence of the reverse transfer student was acknowledged in Clark's 1960 study, a

growing recognition of the magnitude of the issue and of the need to examine this group of students did not come until the 1970's. In a study of returning college graduates, Bethune (1977) developed profiles of reverse transfer students and remarked that "...community colleges have been attended by more and more 'reverse transfers'" (p. 37). A Pennsylvania research report noted that more than three times the number of reverse transfers were attending the state's community colleges in 1976 than in 1974 (Martinko, 1978). The Illinois Council on Articulation first reported the existence of more reverse transfers to the community college than transfers to the four-year college in 1967-1968. More recent studies found the group to be consistently growing (Cohen and Brawer, 1982). In California, Slark (1982) reported that 27% of all credit students in one community college had formerly attended a four-year college.

Characteristics of the Reverse and Lateral Transfer Students

The educational characteristics and background of the reverse transfer students have been described by many researchers. Studies found that reverse transfers ranked above the community college mean scores on all subtests of the ACT Class Profile Report (Kuznik, Maxey, and Anderson, 1974) and that they improved their grade point averages on return to the two-year colleges (Fischer, Kellerman and Odom, 1975).

The educational backgrounds of the reverse transfer student have been the object of two recent studies, one by Slark (1982) and another major study by Sheldon (1982). Slark found that 11% of the group she studied had a baccalaureate degree before returning to the two-year college. Sheldon (1982) defined three major groups of students attending California community colleges and further subdivided those into "prototypes" in order to better describe the community college mission and functions. The largest numbers of reverse and lateral transfers were found in what he defined as the "vocational" prototype and the "special interest" prototype groups. Sheldon reported that 12.1% of the vocational group and 17.9% of the special interest group held an associate, baccalaureate, master's or higher degree.

Other characteristics frequently described in previous studies of reverse and lateral transfer students include financial and demographic information. As reported, most of these students worked full or part time and used that employment as their sole means of support (Kuznik, Maxey and Anderson, 1974; Fischer, Kellerman and Odom, 1975; Roother, 1979). The reverse and lateral transfer students were also found to be older, married and supporting more dependents than native community college students.

Goals: Reasons for Attending

The educational goals of reverse and lateral transfer students generally fall into four categories: Four-year degree, two-year degree, job-related, and general interest.

The vocational orientation was stressed by Bethune (1977) and supported by Kirby (1977) who reported that both reverse and lateral transfer students return to the community colleges in pursuit of occupational goals. Other studies have found large groups of students attending for reasons of general interest (Rooth, 1979) and for traditional transfer or degree-oriented reasons (Bakshis, 1978). As might be expected, holders of baccalaureate degrees attended for personal interest reasons more than students with fewer than 60 units of previous course work.

A series of other important reasons for attending community colleges also emerges from studies conducted on the reverse and lateral transfer students. Many researchers reported that students attend because the colleges are less expensive. The special programs available and the convenient location of the colleges also frequently appeared as reasons for attending (Kuznik, Maxey and Anderson, 1974; Lee, 1976; Bethune, 1977; Kirby, 1977; Rooth, 1979). Students often reported the emphasis on individual attention at the two-year colleges and positive feelings about community college instructors as reasons for attending. Kuznik,

Maxey and Anderson (1974) asked students to compare two- and four-year instructors and reported community college instructors as more interested in students, more encouraging, more willing to help students answer difficult questions, more communicative about expectations and students' progress and more willing to allow class discussion and questions. In general, students reported feeling better about themselves and their abilities while attending the two-year colleges.

Reasons for Leaving Colleges

Early studies of attrition concentrated on academic reasons for dropping out and assumed that the reverse transfer students left four-year colleges because they were experiencing academic difficulties.

Eckland (1964) first reported that there might be multiple reasons for the prolonged academic careers of the students transferring among the various levels of higher education. Although academic failure was one of the reasons, others included changes in educational goals, financial problems, desire to transfer, and military service. The lack of personalization in the four-year colleges, unsatisfactory interaction with four-year college instructors and the quality of counseling or advising were also reported as reasons for leaving by Kuznik, Maxey and Anderson (1974). Other reasons for leaving were the high cost, a self-reported lack of maturity and students' lack of adjustment to the institutions they left (Lee, 1976).

It appears evident from the foregoing review that the complexity of characteristics of community college students and their reasons for leaving and for re-enrolling in colleges makes further examination of these phenomena imperative. Many studies have recommended further research on the reverse and lateral transfer student due to the paucity of information on these groups of students (Heinze and Daniel, 1970; Lee, 1975; Fischer, Kellerman and Odom, 1975; Roother, 1979). Other specific suggestions include the need to gather data on the students' reasons for attending the community college (Swedler, 1981) and the need to do comparative studies regarding the nature of the reverse transfer as compared to both lateral transfers and the native community college student.

This review of the literature suggests that although many studies have been done concerning the reverse transfer population, they generally were confined to one campus and did not clearly define student groups. Therefore, it was decided that any new study should concentrate on: (1) precise definitions of student groups, (2) inclusion of more than one college, (3) comparisons among student groups' reasons for attending the community college, and (4) comparisons of students' reasons for leaving two-and four-year colleges.

THE LOS RIOS REVERSE TRANSFER STUDY

The reverse transfer study was designed to address the following research questions:

- What is the size of the reverse transfer student population and how does that population compare to other student groups within the Los Rios Community College District?

- What differences in student characteristics, aspirations and reasons for enrolling in community colleges are there between reverse transfer students and other students who have not attended a four-year college prior to enrolling in a community college?

- Why do four-year noncompleters leave four-year colleges and universities? How are their reasons for leaving similar or different from the reasons given by two-year lateral transfer groups?

Design of the Study

The questionnaire used in the study (Appendix A) was developed by a subcommittee of the CACC Commissions on Instruction and Research and Development, in consultation with a number of researchers in the community colleges and university systems. It was reviewed by the CACC Commissions on Instruction, Research and Development and Student Services.

A field test of the survey instrument was conducted at Chabot College-Valley Campus, Livermore, California, in early Spring, 1982. Students with varying degrees of experience and age, including many reverse transfer students were surveyed. Because no minorities were included in the Chabot College-Valley Campus population, minority students were included in a field test at Sacramento City College during the Spring, 1982, registration.

Students were interviewed after completing the questionnaire and asked a series of questions about their responses. (See Appendix B). The questionnaire was revised after the field test and further field review. The final version of the questionnaire was designed in an optical scan format. This format was used because it was easy for students to complete and also could be processed without manual data entry.

Because of its comprehensive program, student population mix, multi-college character and proximity to campuses of the University of California and the California State University, the Los Rios Community College District in Sacramento, California, was selected as a site for the field implementation.

The field implementation was funded by a research grant from the Northern California Cooperative Institutional Research Group with additional support from the Los Rios Community College District.

The study questionnaire was administered to day and evening credit classes in session at 9:00 a.m. and 7:00 p.m. on Monday and Tuesday, April 12 and 13, at all three Los Rios colleges: American River, Cosumnes River and Sacramento City College. Each instructor was asked to devote twenty minutes of class time to have students complete the questionnaire. Instructors returned the questionnaire to their area instructional office in the envelope provided. Each questionnaire was coded to indicate whether it was completed during a day or evening class. Students were instructed to complete the questionnaire only once even if it was administered in more than one of their classes.

Sampling

The total sample consisted of 11,210 students from all three Los Rios colleges. Of the 11,210 questionnaires returned, 10,196 were found to be usable after an edit run to eliminate questionnaires with incomplete information. This represented 22.6% of the total Los Rios student population of 45,132 registered for the Spring, 1982, semester.

To ensure that the sample exhibited no major demographic biases which would invalidate the survey results, the sample was compared to the total credit student population from which it was drawn with respect to age, sex, ethnic distributions and the proportion of students accounted for by the three district colleges. The results of this comparison, shown in Table I, indicate that there were no major demographic biases in the sample.

TABLE I

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS OF SAMPLE AND TOTAL CREDIT STUDENT POPULATION

		% in District Total Population	% of Sample
Enrollments	American River College	49.4	48.9
	Cosumnes River College	14.7	15.1
	Sacramento City College	35.9	36.0
Sex	Male	47.0	48.6
	Female	53.0	51.4
Age	Under 18-21	34.6	35.5
	22-24	15.5	16.2
	25-29	18.6	19.3
	30-39	17.8	16.9
	40 +	13.4	12.2
	Minority Population	29.0	30.1

TABLE II

SUBPOPULATIONS OF STUDENTS EXAMINED IN THIS STUDY

Student Group	Cells in Figure 1	Number of Students	% of Sample
First-Time	Cell P	5,573	54.7
Two-Year Lateral Transfers	Cell N	1,962	19.2
Two-Year Graduates	Cell M	490	4.8
Four-Year Noncompleters	Cells E,F,G,H	1,226	12.0
Four-Year Graduates	Cells A,B,C,D	624	6.1

Since the sample showed no demographic biases, five sample subpopulations of students were identified in order to begin to answer the study questions raised:

(1) Students who reported previously graduating from a four-year college or university. (FOUR-YEAR GRADUATES)

(2) Students who had previously attended a four-year college or university but had not graduated. (FOUR-YEAR NONCOMPLETERS)

(3) Students who had previously graduated from another two-year college but who had no four-year college experience. (TWO-YEAR GRADUATES)

(4) Students who had previously attended another two-year college but who had no four-year college experience. (TWO-YEAR LATERAL TRANSFERS)

(5) Students who were attending college for the first time. (FIRST TIME)

These student groups were selected from a total of sixteen potential subpopulations identified by questionnaire response. The sixteen possible subpopulations and their relative size are shown in Figure 2. These groups were chosen because they represent unique student groups within the total community college student population and the numbers in each subpopulation are large enough to constitute a meaningful subsample.

FIGURE 2

DISTRIBUTION MATRIX FOR LOS RIOS COMMUNITY COLLEGE DISTRICT STUDENTS BY POSTSECONDARY EDUCATION EXPERIENCE

	TWO-YEAR EXPERIENCE				
FOUR-YEAR EXPERIENCE	Two-Year Graduates	Two-Year Lateral Transfers	Two-Year Graduates Who Were Also Two-Year Lateral Transfers	No Prior Two-Year College Experience	TOTAL
Four-Year Graduates	Cell A N = 190 1.9%	Cell B N = 143 1.4%	Cell C N = 53 .5%	Cell D N = 238 2.3%	624 6.1%
Four-Year Noncompleters	Cell E N = 166 1.6%	Cell F N = 395 3.9%	Cell G N = 94 .9%	Cell H N = 571 5.6%	1226 12%
Four-Year Graduates Who Were Also Four-Year Noncompleters	Cell I N = 26 .3%	Cell J N = 49 .5%	Cell K N = 22 .2%	Cell L N = 48 .5%	145 1.5%
No Prior Four-Year College Experience	Cell M N = 490 4.8%	Cell N N = 1962 19.2%	Cell O N = 176 1.7%	Cell P N = 5573 54.7%	8201 80.4%
TOTAL	872 8.6%	2549 25%	345 3.3%	6430 63.1%	N = 10,196 100%

Table I shows the five groups to be studied, the number in each group and what cells or aggregates of cells they include from Figure 2.

There are two student groups that are not being studied in this report. They are: (1) two-year graduates who were also two-year lateral transfer students and (2) four-year graduates who were also four-year noncompleters. It was first thought that these groups could be combined with the graduate or noncompleter groups because of the relatively small number involved (3.2% of the sample population) but after examining demographic and other data, it was determined that they did not closely resemble either group and, therefore, could not be combined. Because of the small numbers involved, a decision was made to exclude these groups from the study.

SUMMARY OF MAJOR RESULTS

The following summary observations may be drawn from student groups studied:

- The first-time students, who more typically resemble the traditional, younger full-time student, are still the largest group in the Los Rios Community College District. Although three times larger than any other student group, they accounted for only 55% of the total student population. Recent studies showing a decline in transfer rates have not closely examined the attendance patterns of current community college students. These studies fail to point out that the group that is coming to the community college for the first time really accounts for only one-half of the student population. Half of these first-time students are likely to aspire to transfer, while the remainder have vocational and other goals. Therefore, any transfer study should closely analyze transfer rates in terms of students who are most likely to transfer or have transfer as their primary educational goal.

- It appears that full-time students are being replaced by part-time students with similar

aspirations for transfer and higher degrees. Many of these students, who plan to transfer to a four-year college, may take longer to complete a baccalaureate degree, because of work and other financial problems.

- Reverse transfer students, including the four-year graduates and four-year noncompleters, represented slightly less than 20% of the student population studied. Of these two reverse transfer groups, the four-year graduate appears to be attending the community college primarily for occupationally related reasons. The four-year noncompleters who left the four-year college primarily for reasons related to finance and lack of decision about a major, appear to be attending the community college for a combination of reasons related to finances, preparation for four-year college re-entry and vocational preparation.

- The two-year lateral transfers differ considerably from the first-time community college student and more closely resemble the four-year non-completers and the two-year graduate. This student--who is older, part-

time, probably married with one or more dependents and perhaps undecided about what major to pursue--may need special help establishing goals.

RESULTS OF THE STUDY

The three major research questions are addressed in the following sections of this report:

What is the extent of the Reverse Transfer Credit Student population within the Los Rios Community College District?

Student Population Groups

What difference in demographic characteristics, aspirations and reasons for enrolling in community colleges are there between reverse transfer students and other students who have not attended a four-year college?

Personal Demographics

Economic Factors

Current Education Experience and Aspirations

Reasons for Enrolling in the Los Rios Community Colleges

Why do four-year noncompleters leave four-year colleges and universities? How are their reasons for leaving similar or different from the reasons given by two-year lateral transfers?

Reasons for Leaving the Two-Year College and the Four-Year College

Student Population Groups

Study Findings

Study results support prior research which identified a number of student groups with different educational

backgrounds who currently attend the community college. Although earlier research identified several student groups, definitions were not sufficiently selective thereby often making it impossible to isolate study results for a specific group of students.

Based on previous postsecondary education experiences, seven groups of students were identified in the present study. These combined into three major student groupings: first-time students who were native to one of the Los Rios colleges, students who had previously attended a community college different from the Los Rios college in which they were enrolled at the time of the study, and students who had previously attended a four-year college or university.

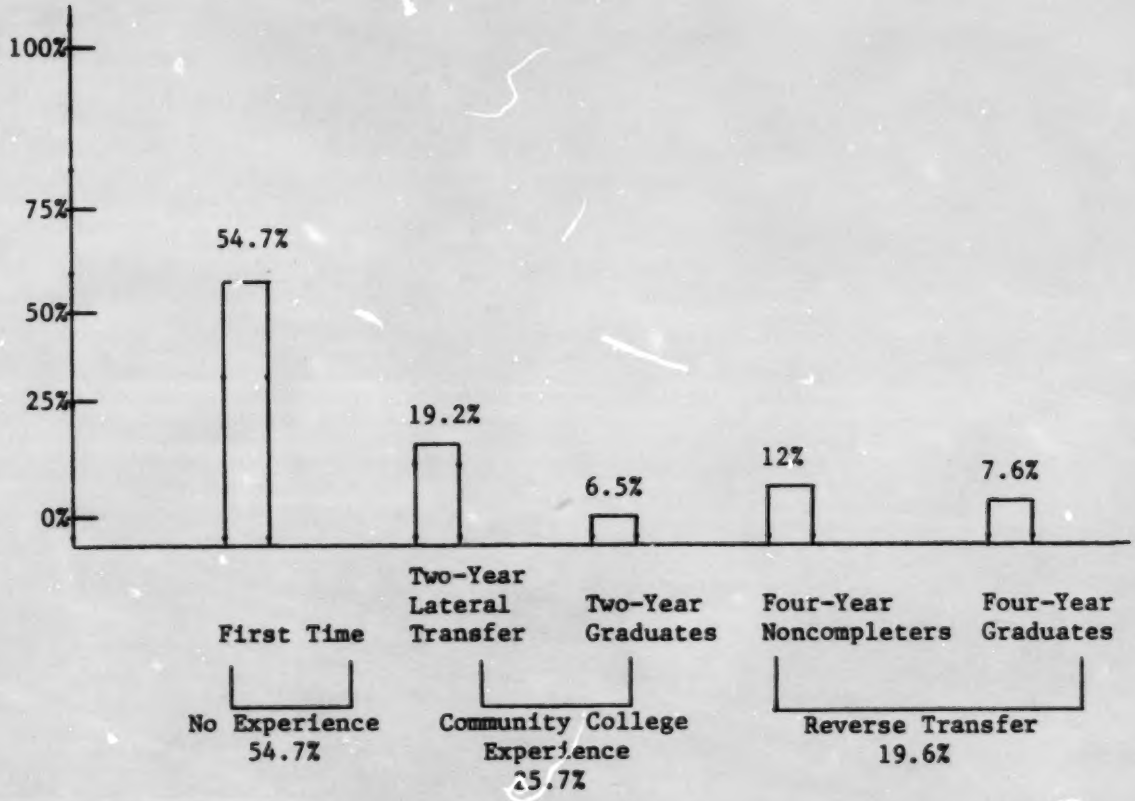
Figure 3 shows the percentages in each of the unique groups of students studied.

The FIRST-TIME students, those who had never attended college, emerged as the largest student group studied. Three times larger than any other single group, they accounted for 54.7% of the total study population.

Students with some experience at another community college comprised the second largest student subsample, accounting for 25.7% of the students surveyed. Within this student group are two distinct subgroups: (1) TWO-YEAR LATERAL TRANSFERS, and (2) TWO-YEAR GRADUATES.

FIGURE 3

PERCENT OF STUDENTS ACCORDING TO
PRIOR EDUCATION EXPERIENCES



The REVERSE TRANSFER students, those who had previously attended a four-year college or university, represented 19.6% of the sample. Within this group are two subgroups of students: (1) FOUR-YEAR GRADUATES and (2) FOUR-YEAR NONCOMPLETERS.

Observations

Observations concerning the relative size of these student populations show that the basic function of the Los Rios College continues to be to serve students in lower division transfer or vocational courses who have not had prior college experience.

A comparison of the two second largest groups, the two-year lateral transfer and the four-year non-completer shows that the number of students transferring back to the community college from the four-year college is only somewhat less than the number of students who transfer from one community college to another. This is especially noteworthy because in a multi-college district such as Los Rios with colleges in close proximity to one another, a higher percentage of lateral transfers would be expected.

Personal Demographics

Study Findings

Study results regarding personal demographics are summarized in Table III where data are presented

TABLE III

PERSONAL DEMOGRAPHICS - STUDENT GROUPS

					REVERSE TRANSFER	
		First-Time (N = 5573)	Two-Year Lateral Transfers (N = 1962)	Two-Year Graduates (N = 490)	Four-Year Non-completers (N = 1226)	Four-Year Graduates (N = 624)
Sex	Male	48.4	47.3	46.0	49.2	52.8
	Female	51.6	52.7	54.0	50.8	47.2
Ethnicity	American Indian	2.1	2.2	1.3	1.5	.5
	Asian/Pacific Islander	12.8	6.4	13.6	10.6	14.8
	Black	9.6	10.7	8.4	10.8	3.6
	Caucasian	68.1	74.3	69.0	71.3	76.5
	Hispanic	7.4	6.4	7.7	5.8	4.6
Marital Status	Never Married	70.1	46.9	50.7	49.1	33.0
	Married	21.0	37.1	34.8	38.3	52.3
	Separated/Widowed/ Divorced	8.9	16.0	14.5	12.6	14.7
Dependents	None	75.8	60.8	66.8	63.7	60.3
	One or More	24.2	39.2	33.2	36.3	39.7
	Median Age	21.8	26.4	27.6	27.1	33.1

regarding sex, ethnicity, marital status, dependent status and median age for each of the five major study groups identified earlier: (1) First-Time Students, (2) Two-Year Lateral Transfers, (3) Two-Year Graduates, (4) Four-Year Noncompleters, and (5) Four-Year Graduates.

In all cases except the four-year graduates group, females outnumber males in the Los Rios colleges. This was especially true of the two-year graduates group where females comprised 54.0% of the subsample. In contrast, these percentages were reversed among the four-year graduates. In this group males accounted for almost 53% of the subsample.

Minorities had a higher representation in the first-time and community college graduate student groups. The lowest percentage of minority students was found in the four-year graduate group.

Marital status varied considerably across the five groups. Seventy percent of the first-time students reported never having been married; in contrast, only one-third of the four-year graduates had never married.

Although it was expected that the four-year graduate would be most likely to be married, an unexpected finding occurred in the two-year lateral transfer group which reported the highest rate of separation, widowhood or divorce.

As expected the four-year graduates and the two-year lateral transfers reported having more dependents than any of the other groups. Almost 40% of the four-year graduates reported having one or more dependents at the time of the survey. Among the two-year lateral transfer group, more than 39% reported one or more dependents.

The median age of students in the sample ranged from a low of 21.8 years for the first-time students to a high of 33.1 years for the four-year graduates. The other three study groups showed similar median ages, centering around 27 years of age.

Observations

The greatest contrast in personal demographics occurs between the four-year graduates and the first-time students. Among the five study groups, the four-year graduates were more likely to be older, married with more dependents, and male Caucasians. In contrast, the first-time students were considerably younger and more likely to be single; more students in this group than in any other were female or of ethnic minority background.

Two-year lateral transfers more closely resembled the four-year graduates than any other group on measures of marital status and dependents. They also were considerably older than the first-time students and had the highest percentage of respondents who had at

one time been married but are now single; suggesting that their education may have been interrupted or slowed by family obligations.

Economic Factors

Study Findings

Work is an important part of the life of most community college students. As Table IV shows, more than 70% of all students reported they were currently employed. The four-year graduate accounted for the highest percentage of those working, (82.4%) but even among first-time students, 69.6% were employed. The median hours worked per week ranged from a high of 36.2 for four-year graduates to a low of 28.7 for first-time students.

The reasons why students reported relatively high work hours appear to be related to the amount of financial support they received from others for their college and living expenses. In the reverse transfer group, 71.9% of the four-year graduates and 49.2% of the four-year noncompleters reported receiving no financial support from others. Even among the first-time students, who were more likely to be supported by parents, a relatively large percentage (36%) reported receiving no support from others. In the other two community college groups, approximately one-half of the students indicated they received no support from other sources.

TABLE IV

ECONOMIC FACTORS OF THE FIVE STUDENT GROUPS

					REVERSE TRANSFER	
		First-Time Students	Two-Year Lateral Transfers	Two-Year Graduates	Four-Year Lateral Transfers	Four-Year Graduates
Sources of Support for Education	Work	57.0	62.3	66.7	64.4	71.5
	Parents	36.1	18.5	19.2	17.9	5.0
	Grants/Loans/ Scholarships	20.4	20.1	19.1	19.2	5.1
	Savings	18.4	16.4	17.8	18.9	15.9
	No Support From Others	36.0	51.1	53.8	49.2	71.9
Employment	Percent Working	69.6	73.4	75.0	74.9	82.4
Of Those Working	Percent Working 31 or More Hours Per Week	41.1	56.2	64.7	55.2	78.6
	Median Hours Worked Per Week	26.7	32.5	33.8	32.3	36.2

Money earned from employment was the principal source of support students used to finance their college education. Even first-time students cited this source much more frequently than they did the next highest source of support--parents.

While parents were reported as being a chief source of support by more than one-third of the first-time students, they were a much less important support source for all other groups.

Several different financial support sources, in addition to work, were reported by the two-year lateral transfer, two-year graduates and four-year noncompleters. There was almost equal reliance within these three student groups on parents, grants/loans/scholarships and savings as secondary sources of support. Four-year graduates, on the other hand, relied mainly on two sources: work and savings.

Observations

There was a wide range between the four-year graduates and first-time students related to financial support from others. It seems plausible that 72% of the four-year graduates receive no support, but it was somewhat surprising to find that 36% of the first-time students are receiving no support. It was not possible to determine from the information whether this was due to parents' inability to provide support or other reasons.

The number of work hours per week showed that well over half the community college students are working more than 30 hours per week. It is likely that this amount of work would have an impact on the number of courses students were able to take and the times when they would be able to attend classes. In particular, it is to be expected that students working 30 or more hours per week would find it difficult to carry a full load of courses.

Current Educational Experiences and Aspirations

Study Findings

Recent community college trends indicate an increase in the number of part-time students and a decline in the number of full-time students. The results of this study show that the increase in part-time students may be due, in part, to the increasing representation of students other than those attending for the first time.

The reverse transfer students comprise just under 20% of the sample, but they represent a proportionately larger number of part-time students compared to the other student groups.

While more than one-half the first-time students were enrolled for 12 units or more, only 38.4% of the four-year noncompleters and 11.7% of the four-year graduates could be classified as full-time students.

The two-year graduates and the two-year lateral transfers closely resemble the four-year noncompleters in the percentage who are enrolled full time. Forty-three percent of the two-year lateral transfers reported taking 12 units or more, as did 32.4% of the two-year graduates.

The median number of units enrolled during the Spring, 1982, term was computed for all student groups. Four-year graduates averaged 4.1 units, between one and two classes. First-time students averaged the highest number of units (12.4), slightly over the number of units to be considered full time. All other student groups were taking less than a full-time load averaging between eight to ten units.

The total number of units completed at their current college varied considerably across the groups. The two-year graduates recorded the highest number of units (median 46.9). Many students in this group had probably graduated from their current college of attendance and now had returned to take additional course work. In contrast, the four-year graduates reported the lowest number of completed units, with a median of 8.8 units.

All student groups, except the four-year graduates, were fairly consistent in their aspirations about the highest degree they ultimately planned to complete. Between 40% and 50% of these students named the

Bachelor's degree as their goal. As expected, the four-year graduates were more likely to aspire to the Master's degree. However, a fairly high percentage of the four-year graduates did not respond to this question; perhaps indicating that they did not aspire to any additional degrees beyond the Bachelor's.

Students were asked to report their grade point average for all credit units they had completed at their current college. The mean grade point average (GPA) was computed for each group of students. On a four-point scale, the mean ranged from a low of 2.58 for first-time students to a high of 3.12 for four-year graduates.

Observations

The reverse transfer group reported higher grade point averages than any other group. The influx of this college-experienced group may have contributed to the reports of "grade inflation" ascribed to the community colleges in recent years.

The substantial number of part-time students may also be influenced by economic and other factors. It is questionable whether a student who receives little support from others and who works almost a 40-hour week could realistically handle a full-time class load. If a choice were to be made between college and work, these students would most likely choose work because of their need to support themselves.

TABLE V

CURRENT EDUCATIONAL EXPERIENCES AND ASPIRATIONS OF THE FIVE STUDENT GROUPS

Characteristics	First Time Students	Two-Year Lateral Transfers	Two-Year Graduates	REVERSE TRANSFER: Four-Year Non-completers	REVERSE TRANSFER: Four-Year Graduates
Units This Term, Percent Reporting					
1 - 5	15.3	21.9	32.3	27.0	64.3
6 - 11	28.4	35.1	35.3	34.6	25.0
12 - 15	42.8	34.7	24.9	29.3	7.9
Over 15	13.5	8.3	7.5	9.1	2.8
Median Units This Term	12.4	10.0	8.5	9.3	4.1
Median Units Completed	19.5	11.0	46.9	13.5	8.8
Median Grade Point Average (4.0 Scale)	2.58	2.72	2.70	2.79	3.12
Highest Degree Planned Percent Reporting					
No Response	5.6	4.7	5.1	4.4	14.9
CC Certificate	2.9	2.4	2.4	1.3	3.8
Associate's	24.1	25.4	20.4	13.6	8.8
Bachelor's	40.5	41.9	50.0	44.9	19.2
Master's	19.1	17.6	15.3	25.1	38.8
Professional	4.1	3.6	3.3	5.2	7.1
Doctorate	3.7	4.4	3.5	5.5	7.4

Therefore, it should not be surprising that the community college transfer student may take longer than two years to complete an associate degree or transfer requirements. They may continue as part-time, four-year college students. This notion is supported by Knoell (1982) in the California Postsecondary Education Commission Report, "Update of Community College Transfer Student Statistics." She found that in Fall, 1981, 31% of the first-time community college transfers to the California State University and 8% of the first-time community college transfers to the University of California were enrolled part time.

The two-year lateral transfer takes fewer units per semester and has completed a smaller number of total units than the first-time students. This finding combined with the personal demographic information reported earlier points to a student who may take longer to graduate. This group warrants further study since it represents a sizable proportion of the Los Rios community college population.

Reasons for Enrolling in Los Rios Colleges

Study Findings

A major objective of this study was to determine students' reasons for enrolling in the Los Rios Colleges.

Given a list of reasons, students were asked to indicate whether each reason was "very important," "important," or "not important." They were instructed to give responses for two different time periods: "when they first enrolled" and "now." Analysis of the reasons given by the five student groups was completed to determine whether reasons for enrolling would differ dramatically among the various groups. It was also of interest to determine whether each group's reasons would be ranked differently.

Table VI contains the reasons that were selected by more than 50% of the student respondent groups as being important to them when they first enrolled. The reasons are presented in rank order, indicating the percentage of students who marked the reason as being "important" or "very important" to them.

The five lists of important reasons were quite similar for all groups except the four-year graduates. The four-year graduates listed fewer reasons than any other study group, and three out of the seven reasons listed were related to occupational objectives. Reasons uniquely listed in only one or two of the study groups were "To Meet New People," listed by the first-time students and "To Change Job Fields," listed by the two-year lateral transfers and two-year graduates.

In each of the five groups, "Personal Growth and Interest" ranked number one, and there was little

TABLE VI

REASONS FOR ATTENDING THEIR CURRENT COMMUNITY COLLEGE AS REPORTED BY MORE THAN FIFTY PERCENT OF THE RESPONDENTS IN THE FIVE STUDENT GROUPS (WHEN FIRST ENROLLED)

First Time			Two-Year Lateral Transfers			Two-Year Graduates			Four-Year Noncompleters			Four-Year Graduates		
Rank	Reason	%	Rank	Reason	%	Rank	Reason	%	Rank	Reason	%	Rank	Reason	%
1.	For Personal Growth and Interest	85.2	1.	For Personal Growth and Interest	86.9	1.	For Personal Growth and Interest	85.9	1.	For Personal Growth and Interest	80.4	1.	For Personal Growth and Interest	86.4
2.	To Discover Career Interests	77.6	2.	To Improve Occupational Skills	79.3	2.	To Improve Occupational Skills	81.2	2.	No Tuition	72.7	2.	No Tuition	72.3
3.	To Improve Basic Skills (Reading, Writing, Math)	76.5	3.	No Tuition	78.9	3.	No Tuition	78.0	3.	To Prepare For Transfer To A Four-Year College	69.7	3.	To Improve Occupational Skills	70.9
4.	To Improve Occupational Skills	75.8	4.	To Discover Career Interests	73.6	4.	To Get Training To Get A Job	77.5	4.	To Improve Occupational Skills	68.4	4.	College Is Close To My Home	65.3
5.	No Tuition	75.0	5.	To Improve Basic Skills	72.8	5.	To Discover Career Interests	76.6	5.	College Has A Good Reputation	62.8	5.	College Has A Good Reputation	55.0
6.	College Has A Good Reputation	72.6	6.	To Get Training To Get A Job	70.2	6.	College Has A Good Reputation	73.4	6.	To Get Training To Get A Job	62.0	6.	To Get Training To Get A Job	54.0
7.	To Get Training To Get A Job	71.1	7.	College Has A Good Reputation	70.0	7.	To Improve Basic Skills	70.1	7.	To Improve Basic Skills (Reading, Writing, Math)	61.3	7.	To Discover Career Interests	50.7
8.	To Increase My Self-Confidence	69.0	8.	To Increase My Self-Confidence	68.5	8.	College Is Close To My Home	62.8	8.	To Discover Career Interests	60.4			
9.	To Prepare For Transfer To A Four-Year College	68.1	9.	To Prepare To Transfer To A Four-Year College	63.5	9.	To Increase My Self-Confidence	62.7	9.	College Is Close To My Home	60.3			
10.	College Is Close To My Home	62.3	10.	CC Faculty Are Interested in Students	58.8	10.	To Prepare For Transfer To A Four-Year College	59.3	10.	To increase My Self-Confidence	59.2			
11	C Faculty Are Interested in Students	56.5	11.	To Change Job Fields	56.4	11.	A Four-Year College Was Too Expensive	58.5	11.	A Four-Year College Was Too Expensive	53.6			
12	A Four-Year College Was Too Expensive	55.1	12.	A Four-Year College Was Too Expensive	55.8	12.	CC Faculty Are Interested in Students	57.7	12.	CC Faculty Are Interested in Students	51.9			
13.	No Admission Requirements	52.9	13.	College Is Close To My Home	55.4	13.	To Change Job Fields	53.3						
14.	To Meet New People	50.4	14.	No Admission Requirements	53.9									

variation in the percent of students ranking this reason highest. It ranged from a low of 80.4% for four-year noncompleters to a high of 86.9% for two-year lateral transfers.

An additional analysis was completed on the four-year graduates group to determine whether any of these students only cited personal growth and interest as a reason that was important or very important and did not cite academic or occupational reasons as being important to them. Only 78 students, or 13% of the four-year graduates responded in this way. Therefore for 87% of the four-year graduate group, personal growth and interest was not the only reason for attending. It was coupled with other reasons, either academic or vocational.

Occupational reasons--"To Improve Occupational Skills," "To Discover Career Interests," and "To Get Training to Get a Job"--ranked high with all groups, but highest with the two-year lateral and two-year graduate groups.

"To Prepare to Transfer" ranked lower than occupational reasons for most groups but in all cases, except for four-year graduates, it was ranked as one of the top 10 reasons. For four-year non-completers, transfer ranked above occupational reasons. Two-year graduates put transfer goals lowest.

"To Improve Basic Skills" ranked highest with the first-time students. This reason was less important

to the other groups and did not appear in the top 50% for four-year graduates.

Lack of tuition in the community college was of most importance to the reverse transfer group, which ranked no tuition as its second highest reason for attending. However, all groups rated "No Tuition" above 70%.

Table VII shows reasons that are important to the student "now." A comparison of the two lists of reasons showed that most items included as important when first enrolled are still considered to be important. The two lists were almost identical for all groups. However, certain reasons moved up in importance across the groups and other reasons moved down.

Reasons that increased their importance by at least 5% across all groups are as follows:

(1) Community College Faculty Are Interested in Students (+10%)

(2) Improve Occupational Skills (+7%)

(3) Prepare to Transfer to Four-Year College (+8%)

(4) Change Job Fields (+9%)

Reasons that became less important are:

(1) My Friends Attended This College

(2) My Parents Wanted Me to Attend

(3) No Admission Requirements

TABLE VII

REASONS FOR ATTENDING THEIR CURRENT COMMUNITY COLLEGE AS REPORTED BY MORE THAN FIFTY PERCENT OF THE RESPONDENTS IN THE FIVE STUDENT GROUPS (NOW)

First Time			Two-Year Lateral Transfers			Two-Year Graduates			Four-Year Noncompleters			Four-Year Graduates		
Rank	Reason	%	Rank	Reason	%	Rank	Reason	%	Rank	Reason	%	Rank	Reason	%
1.	For Personal Growth and Interest	80.8	1.	For Personal Growth and Interest	80.9	1.	For Personal Growth and Interest	90.2	1.	For Personal Growth and Interest	84.3	1.	For Personal Growth and Interest	88.5
2.	Improve Occupational Skills	83.9	2.	Improve Occupational Skills	85.4	2.	Improve Occupational Skills	86.9	2.	Improve Occupational Skills	76.8	2.	Improve Occupational Skills	77.8
3.	Discover Career Interests	82.3	3.	No Tuition	79.5	3.	No Tuition	77.0	3.	No Tuition	75.3	3.	No Tuition	73.7
4.	Improve Basic Skills	81.9	4.	Improve Basic Skills	78.7	4.	Get Training To Get A Job	76.4	4.	Prepare For Transfer To Four-Year College	73.0	4.	College Close To My Home	65.6
5.	College Has A Good Reputation	78.3	5.	Discover Career Interests	77.2	5.	College Has A Good Reputation	76.4	5.	College Has A Good Reputation	70.4	5.	College Has A Good Reputation	56.9
6.	Get Training To Get A Job	77.4	6.	Get Training To Get A Job	76.5	6.	Improve Basic Skills	74.0	6.	Get Training To Get A Job	68.6	6.	Change Job Fields	56.7
7.	No Tuition	76.2	7.	College Has A Good Reputation	76.0	7.	Prepare For Transfer To A Four-Year College	72.3	7.	Improve Basic Skills	65.3	7.	Get Training To Get A Job	55.3
8.	Increase Self-Confidence	75.6	8.	Increase Self-Confidence	75.3	8.	Discover Career Interests	71.3	8.	Discover Career Interests	64.3	8.	CC Faculty Are Interested in Students	51.6
9.	Prepare to Transfer To A Four-Year College	75.0	9.	Prepare For Transfer To A Four-Year College	72.2	9.	Increase Self-Confidence	68.6	9.	Increase Self-Confidence	62.4			
10.	CC Faculty Are Interested in Students	66.8	10.	CC Faculty Are Interested in Students	69.4	10.	CC Faculty Are Interested in Students	65.4	10.	CC Faculty Are Interested in Students	61.9			
11.	College Close To My Home	62.9	11.	Change Job Fields	64.6	11.	Change Job Fields	62.7	11.	College Close To Home	61.5			
12.	Four-Year College Too Expensive	57.6	12.	Four-Year College Too Expensive	59.0	12.	College Close To Home	62.1	12.	Change Job Fields	57.5			
13.	Change Job Fields	55.8	13.	College Close to Home	57.2	13.	Four-Year College Too Expensive	59.6	13.	Four-Year College Too Expensive	56.5			
14.	Meet New People	55.6	14.	No Admission Requirements	51.2	14.	Move Up In Current Job	58.0						
15.	No Admission Requirements	50.9												

Observations

Some critics have observed that the community college, because it is tuition-free, attracts the nonserious student who is taking classes primarily for personal growth and enrichment. This observation has been especially associated with those persons who already have degrees from four-year colleges; however, this study showed all student groups reported personal growth and interest as their primary reason. The four-year graduates were even more focused than the other groups of students about why they were attending and many of those reasons related to improving occupational skills. As the results show, only about 13% of this group appeared to be attending for only personal interest reasons. All others reponded that occupational or academic reasons were as important to them as personal growth reasons.

When a comparison is made between the reasons students give as important "when first enrolled" and "now," a number of changes emerge. Transfer and occupational reasons become more important to students while they are attending the community college.

Perhaps one reason for this change is their experience at the community college. The reason showing the highest percentage increase across all student groups was "Community College Faculty Are Interested in Students." If students are increasingly

aware of teachers' interest in them, it may be that faculty contact is helping them solidify their transfer and occupational goals. In any event, these findings show that the students in attendance have attached increasing importance to the major goals and missions of the community college--transfer, occupational training and a teaching faculty interested in students.

Reasons for Leaving the Two-Year College and Four-Year College or University

Study Findings

Those students who had left the community college or the four-year college without completing a degree were asked to indicate their reasons for leaving the last institution of higher learning they attended. Student groups included in this analysis were limited to those who had left the community college without prior four-year experience, or had left the four-year college without having prior two-year experience.

Table VIII shows the percent of students marking each of the reasons for leaving. The reasons cited by the largest number of community college students was "Moved Out of the Area," a reason ranked nearly twice as high as the next reason, "Took a New Job." These two top reasons were related to personal circumstances not tied to college studies. Reasons that were related to college studies--"Undecided About My Major" and "Transferred to this Community College"--were cited by one-fifth of the respondents.

TABLE VIII		
COMPARISON OF REASONS FOR LEAVING		
	Two-Year Lateral Transfer (No Four-Year Experience)	Four-Year Noncompleter (No Two-Year Experience)
1. Courses too easy.	1.9	.5
2. Courses too hard.	1.6	6.5
3. Didn't like instructors.	6.4	6.8
4. Instructors not interested in students.	5.8	11.0
5. Poor academic quality.	4.1	3.7
6. Courses I wanted weren't available.	17.8	12.8
7. Learned what I wanted to learn.	7.5	3.2
8. Undecided about my major.	21.3	26.6
9. Changed education goal.	13.7	18.6
10. Too much homework.	.8	3.2
11. Counseling services were poor.	5.8	8.1
12. Difficult to meet new people.	3.4	4.6
13. College was too impersonal.	5.7	8.2
14. College was too expensive.	3.8	25.9
15. Couldn't get financial aid.	3.8	9.3
16. Needed a break from studies.	10.7	15.9
17. Took a new job.	23.3	13.5
18. Medical reasons - Personal/family.	5.5	8.2
19. Child care problems.	3.6	1.9
20. Marital situation changed plans.	9.7	10.2
21. Moved with spouse.	11.5	7.7
22. Friends changed schools.	.4	--
23. Moved out of area.	39.6	25.7
24. College too far away.	13.5	10.2
25. Went into military service.	4.2	6.1
26. Transferred to this community college.	20.1	--
27. Transferred to another community college.	--	5.8
28. Athletics.	1.6	1.9
29. Other	14.4	20.8
	N = 1962	571

Reasons for leaving given by four-year noncompleters, who had not had prior community college experience, were different from those given by the two-year lateral transfers. "Undecided About Major" ranked as number one with the four-year noncompleters, followed by "College Was Too Expensive" and "Moved Out of the Area."

The four-year noncompleters were more critical of their previous college experience than were the two-year lateral transfers and reported higher percentages of the following institutionally related reasons: "Courses Too Hard," "Didn't Like Instructors," "Instructors Not Interested in Students," "Counseling Services Were Poor," "College Was Too Impersonal," "Couldn't Get Financial Aid." In contrast, two-year lateral transfers showed slightly higher percentages on only two items related to the institutions: "Courses Too Easy" and "Poor Academic Quality." Percentages of two-year lateral transfers and four-year noncompleters selecting these two reasons were within 2% of each other.

In general, community college noncompleters appear to be more affected by mobility. These students selected the following reasons in substantially higher percentages than four-year noncompleters: "Moved Out of Area," "Took A New Job," "Moved With Spouse," "College Too Far Away."

The four-year noncompleters' reasons for not finishing a degree appear to be associated with a change in educational goals, or the inability to decide on an

educational goal, with higher percentages of students leaving for the following reasons: "Undecided About Major," "Changed Educational Goals," "Needed a Break From Studies."

Observations

The community college lateral transfer student appears to have left a former community college primarily because of mobility, job-related factors, and/or indecision about a major. Coupled with other information related to units taken, work hours and reasons for attending, the data suggest that the lateral transfers are still making decisions about college and career goals. Their reasons for attending most closely resemble the first-time student, but they are older and resemble the four-year noncompleter, two-year graduate and four-year graduate in attendance patterns and personal characteristics. College is primarily a part-time experience for this student. Follow-up interviews are suggested to obtain more precise information related to this relatively large group of students.

The four-year noncompleter appears to transfer to the community college for two main reasons: changing or unclear goals and cost of the four-year college. However, these students, as shown in their reasons for attending, look forward to returning to the four-year college. Their reasons for attending more closely resemble those of students who have had no four-year experience and suggest that their goals may still not be focused.

SUMMARY

Studies conducted nationally in the past three years to define and identify student populations attending community colleges suggest there have been dramatic demographic changes in the community college student mix. The studies note a sharp increase in part-time students, a distinct drop in the transfer student population and an increase in a "newer" group attending a four-year college or university before enrolling in the community college (REVERSE TRANSFER STUDENTS).

Presentations made to the California Postsecondary Education Commission (CPEC) in the last two years have suggested that more students transfer from California's public four-year colleges and universities to California's public community colleges than transfer from the community colleges to the four-year institutions. Kissler (1980) reports: "We (the University of California) are now sending more students to the community colleges than they send to us." He said that 10,000 students in Fall, 1979, entered California's two-year colleges after having left the University of California.

This fact, in combination with the general lack of available information on the "reverse transfer student," prompted the California Association of Community Colleges and the Los Rios Community College District (Sacramento) to conduct a study of students attending American River,

Cosumnes River and Sacramento City colleges in Spring, 1982. Twenty-three (23) percent of the district's students were surveyed.

Findings

Demographic characteristics of the students sampled matched the characteristics of the entire Los Rios population, showing no sample bias. Findings show five (5) unique student groups currently in attendance at the three Los Rios colleges, identified according to the students' prior college experience.

(1) First-Time Students - Students attending college for the first time -- 54.7% of the students surveyed.

(2) Two-Year Lateral Transfers - Students who had previously attended another community college but had no four-year college experience -- 19.2% of the students surveyed.

(3) Two-Year Graduates - Students who had graduated from a community college but had no four-year college experience -- 4.8% of the students surveyed.

(4) Four-Year Noncompleters - Students who had previously attended a four-year college or university but had not graduated -- 12% of the students surveyed.

(5) Four-Year Graduates - Students who reported previously graduating from a four-year college or university -- 7.6% of the students surveyed.

The four-year graduates and the four-year non-completers--who together make up the REVERSE TRANSFER students--account for approximately one-fifth of the Los Rios student population.

Study findings show that the district's colleges serve a diverse group of students who attend for a variety of reasons. These students vary considerably in personal, educational and economic characteristics. The largest student group is the first-time student, who resembles the traditionally viewed full-time transfer or occupational student. First-time community college students, who account for more than half the Los Rios student population, are considerably younger than any other group studied, with an average age of 21. These students are likely to be single, are employed for fewer hours and receive more financial support from others than do students in any other group.

Three student groups--the two-year lateral transfer, the two-year graduate and the four-year noncompleter--have similar personal, educational and economic characteristics. These students are older (average age is approximately 27), work longer hours and have more family obligations. They attend college on a part-time basis and generally take two classes per semester. Their goals and reasons for attending the community college are similar to those of the first-time student, but their personal and economic characteristics resemble those of the four-year graduate. Their job

and family obligations probably prevent full-time attendance for these students. If they continue on to the university, they may also attend part time there.

Four-year graduate students and those attending college for the first time are the most dramatically contrasted in the study findings. The older four-year graduates work more hours than any other group and take fewer units, averaging one class per semester. As a group, they are more likely to have focused objectives primarily related to their occupation. More than half of them aspire to an advanced degree.

Two groups of students--the four-year noncompleters and the two-year lateral transfers--report different reasons for leaving college without completing a degree. The noncompleters appear to have left the four-year college mainly because they were undecided about their major and because the four-year college was too expensive. In contrast, the two-year lateral transfers appear to have left their prior community college primarily because they changed residence or began a new job.

All student groups studied list a variety of reasons for attending the community college. Reasons ranked "very important" or "important" vary somewhat for each group, but the top five reasons chosen by each group are similar. All groups rate "Personal Growth and Interest," "To Improve Occupational Skills" and "No Tuition" in their top five reasons.

Four-year graduates indicated a smaller range of reasons for attending a community college than the other groups; the "very important" or "important" reasons selected by 50% of the surveyed four-year graduate students represented only seven (7) of more than two dozen choices offered. Three of the seven reasons chosen related to occupational objectives.

When comparing reasons important to all student groups when they first enrolled and reasons important to them later in their community college experience, four reasons became more important over time: (1) Community College Faculty Are Interested in Students; (2) Improve Occupational Skills; (3) Prepare to Transfer to a Four-Year College; (4) Change Job Fields.

Conclusions

The results of this study are consistent with previous community college study findings and first-hand observations of individuals involved with community colleges. They support the following conclusions:

(1) Recent studies showing a decline in the number of community college transfer students to four-year colleges have failed to closely examine the attendance patterns and other characteristics of the community college student. Those studies determine the rate of transfer by comparing the percentage of students who do transfer to the entire community college population.

Such results are too simplistic because they look only at the numbers and not beyond them to the complexity of the student body attending a community college for varied reasons and from varied backgrounds. Only one-half of the Los Rios Community College District student population is first-time students who, like the traditional full-time community college student, are likely to progress toward a degree within two years. Of these first-time students, half are likely to hold two-year vocational goals and the other half two-year transfer goals.

(2) A growing population of older part-time students also attends the community college, with an average age between 27 and 33 years. Many of these students have transfer aspirations, but they also have other obligations outside their academic goals--work and family. These students are typically self-supporting and will probably take longer than first-time students to achieve their goals. They may even change goals while enrolled in college.

(3) Seventy percent (70%) of all students surveyed report that they are working. While one-third of the first-time students show support from parents for education and living expenses,

more than fifty percent (50%) of the other student groups show no financial support from any source. Students who work as extensively as reported in the study are more likely to be part time.

(4) Students indicate that their attitude toward the community college experience remains positive over time. Their basic objectives in enrolling in a community college--faculty involvement, job skills improvement and occupation change, as well as preparation for a four-year college transfer--are reinforced during the student's experience at the two-year college and become more important than other reasons for attending.

APPENDIX A

Sacramento City College

3835 Freeport Boulevard, Sacramento, CA 95822

Dear Student,

Each of you has been selected to participate in this survey because you represent a significant student population. Last year over 1,500,000 individuals enrolled in California community colleges, yet relatively little is known about the California community college student.

In order to develop better information about the students who attend these colleges and plan for their needs, a major study is being conducted. This survey is part of that study and focuses on the enrollment trends of our students. Although the survey is brief, it is important to planning the community college programs and services which will be available to Californians during the next several years.

Please note that you will not be identified in the reports which are prepared from answers to the survey's questions. Your answers will be kept strictly confidential.

Thank you for your help.

Sincerely,

COMMUNITY COLLEGE STUDENT SURVEY

PART I BACKGROUND INFORMATION (Please complete both sides)

In order to organize the responses we receive, we need some background information. Please answer the following questions by filling in the bubble for the appropriate item with a number 2 pencil.

1. SEX: ○ Male ○ Female

2. RACE: ○ American Indian/Alaskan Native ○ Asian/Pacific Islander/Filipino ○ Black ○ Caucasian ○ Hispanic/Latino

3. MARITAL STATUS: ○ Married ○ Never Married ○ Separated ○ Divorced ○ Widowed

4. Do you have dependents? ○ No ○ Yes
If yes, how many? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 & over

5. BIRTH DATE:

MONTH	DAY	YEAR
○ JAN		
○ FEB		
○ MAR	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ APR	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ MAY	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ JUN	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ JUL	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ AUG	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ SEP	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ OCT	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ NOV	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ DEC	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

6. Mark all sources of support you are using to finance your education at this college:
○ Savings ○ Support from parents ○ Scholarships ○ Full or part-time work ○ Grants
○ Loans ○ Employer support ○ G.I. Benefits ○ Aid from spouse ○ Other

7. If you are employed, about how many hours per week do you work?
○ 1 to 10 ○ 11 to 20 ○ 21 to 30 ○ 31 to 40 ○ Over 40

8. About how much of the money you use for school and living expenses comes from someone else?
○ None ○ 1-19% ○ 20-39% ○ 40-59% ○ 60-79% ○ 80-100%

PART II CURRENT COLLEGE INFORMATION

9. When did you first enroll at this college?

MONTH	YEAR
○ JAN	
○ FEB	
○ MAR	⓪ ①
○ APR	⓪ ①
○ MAY	⓪ ①
○ JUN	⓪ ①
○ JUL	⓪ ①
○ AUG	⓪ ①
○ SEP	⓪ ①
○ OCT	⓪ ①
○ NOV	⓪ ①
○ DEC	⓪ ①

10. About how many units are you taking this term? ○ 1-5 ○ 6-11 ○ 12-18 ○ Over 18

11. About how many units have you completed at this college? ○ None ○ 1-14 ○ 15-29 ○ 30-44 ○ 45 or More

12. What is your approximate grade average for all the units you have completed at this college?
○ A (4.0) ○ B (3.0 to 3.9) ○ C (2.0 to 2.9) ○ D (1.0 to 1.9) ○ No Units Completed

13. What is the highest degree you ultimately plan to complete?
○ A one-year certificate
○ A two-year associate degree
○ A Bachelor's Degree (usually four years)
○ A Master's Degree (one or two years beyond a Bachelor's Degree)
○ A Professional Degree (M.D., D.D.S., J.D.)
○ A Doctorate (Ph.D., Ed.D.)

14. When you first entered this college, were you eligible to enroll at a campus of:
University of California (UC)? ○ Yes ○ No California State College (CSUC)? ○ Yes ○ No ○ Not sure

15. The following are reasons students give for enrolling in a community college. Please mark all of the following reasons indicating their importance to you when you first enrolled and their importance to you now.

WHEN I FIRST ENROLLED			REASON	NOW		
Very Important	Important	Not Important		Very Important	Important	Not Important
○	○	○	a. To discover career interests	○	○	○
○	○	○	b. To improve basic academic skills	○	○	○
○	○	○	c. To get training to get a job	○	○	○
○	○	○	d. To move up in my current job	○	○	○
○	○	○	e. To change job fields	○	○	○
○	○	○	f. Improve skills (reading, writing, math)	○	○	○
○	○	○	g. To prepare for transfer to four-year college	○	○	○
○	○	○	h. To increase my self-confidence	○	○	○
○	○	○	i. To meet new people	○	○	○
○	○	○	j. For personal growth and interest	○	○	○
○	○	○	k. My friends attend this college	○	○	○
○	○	○	l. My parents wanted me to attend	○	○	○

WHEN I FIRST ENROLLED			REASON	NOW		
Very Important	Important	Not Important		Very Important	Important	Not Important
○	○	○	m. College is close to my home	○	○	○
○	○	○	n. College is close to my work	○	○	○
○	○	○	o. No admission requirements	○	○	○
○	○	○	p. No tuition	○	○	○
○	○	○	q. Financial aid was available	○	○	○
○	○	○	r. A four-year college was too expensive	○	○	○
○	○	○	s. Grades weren't high enough for four-year college	○	○	○
○	○	○	t. Faculty are interested in students	○	○	○
○	○	○	u. College has a good reputation	○	○	○
○	○	○	v. Couldn't get the program I wanted at another college	○	○	○
○	○	○	w. Athletics	○	○	○
○	○	○	x. Other	○	○	○

PART III PRIOR COLLEGES ATTENDED

16. **Did you complete a degree or certificate vocational program at a trade school or technical institute?** ..... Yes ○ No ○

17. **Did you ever complete a degree or certificate at a community college?** ..... Yes No

18. **If yes, mark all the degrees/ certificates you have completed.**
○ Certificate - less than one year ○ Certificate - one year or longer ○ Associate in Arts ○ Associate in Science

19. **Before enrolling at this college, did you ever attend a community college without completing a degree or certificate?** ..... Yes ○ No ○

20. **If yes, please indicate your reasons for leaving the last community college you attended by marking all the appropriate circles. If no, please continue with question 21.**

- (A) Courses were too easy
- (B) Courses were too hard
- (C) Didn't like my instructors
- (D) Instructors not interested in students
- (E) Poor academic quality
- (F) Courses I wanted weren't available
- (G) Learned what I wanted to learn
- (H) Undecided about my major
- (I) Changed education goal
- (J) Too much homework
- (K) Counseling services were poor
- (L) Difficult to meet new people
- (M) College was too impersonal
- (N) College was too expensive
- (O) Couldn't get financial aid
- (P) Needed a break from studies
- (Q) Took a new job
- (R) Medical reason - personal or family
- (S) Child care problems
- (T) Marital situation changed plans
- (U) Moved with spouse
- (V) Friends changed schools
- (W) Moved out of area
- (X) College too far away
- (Y) Went into the military service
- (Z) Went to a four-year college/ university
- (1) Transferred to this community college
- (2) Athletics
- (3) Other

21. **Did you ever complete a degree at a four-year college?** ..... Yes ○ No ○ **If No, continue with Question 23.**

22. **If yes, mark all the degrees you completed.**
○ Bachelor's (B.A., B.S.) ○ Professional (M.D., D.D.S., J.D.)
○ Master's (M.A., M.S.) ○ Doctorate (Ph.D., Ed.D.)

23. **Before enrolling at this college, did you ever attend a four-year college or university without completing a degree?** ..... Yes No

24. **If yes, please indicate your reasons for leaving the last four-year college you attended by marking the appropriate circles. If no, please continue with question 25.**

- (A) Courses were too easy
- (B) Courses were too hard
- (C) Didn't like my instructors
- (D) Instructors not interested in students
- (E) Poor academic quality
- (F) Courses I wanted weren't available
- (G) Learned what I wanted to learn
- (H) Undecided about my major
- (I) Changed education goal
- (J) Too much homework
- (K) Counseling services were poor
- (L) Difficult to meet new people
- (M) College was too impersonal
- (N) College was too expensive
- (O) Couldn't get financial aid
- (P) Needed a break from studies
- (Q) Took a new job
- (R) Medical reason - personal or family
- (S) Child care problems
- (T) Marital situation changed plans
- (U) Moved with spouse
- (V) Friends changed schools
- (W) Moved out of area
- (X) College too far away
- (Y) Went into the military service
- (Z) Transferred to another community college
- (1) Athletics
- (3) Other

THIS SECTION WILL BE DETACHED FROM THE QUESTIONNAIRE, AND YOUR ANSWERS WILL REMAIN CONFIDENTIAL.

25. **We plan to conduct follow-up interviews with some of the students who responded to this questionnaire. Please indicate your name, address, and phone number so that we might contact you for an interview.**

Name _____

Address _____

_____

Phone Number _____

26. **If you wish, please use the space below to comment about this survey or your experiences attending community or four-year colleges/ universities.**

_____

_____

_____

OFFICE USE ONLY [redacted] **PLEASE DO NOT WRITE IN THIS AREA**

APPENDIX B

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION

COMMUNITY COLLEGE SURVEY
PILOT STUDY
INTERVIEW GUIDE

1. NOTE: Before reviewing the survey with the student, explain to the student:

   * The survey they completed is a sample of a questionnaire which eventually will be distributed to all community college students in California.

   * Their interview will help us change the survey, if necessary, so that the questions we ask will be as clear as possible to the students who answer.

   * We appreciate their taking time from their busy schedule to help us.

2. GIVE THE STUDENT A BLANK COPY OF THE SURVEY SO THEY CAN FOLLOW ALONG AS THEIR RESPONSES ARE REVIEWED

3. Review Question 16.

   3a. Check understanding of "first enrolled at this college" instruction.

   3b. Check completeness and clarity of any answers under "Other" category.

   3c. Check categories to see if student understood them.

4. Review Question 17.

   4a. Check understanding of difference between (a) "first enrolled", and (b) "now."

   4b. Check understanding of "Most Important," "Second Most Important," etc. (Verify that student's answers are in rank order)

5. Review Questions 19 and 22.

   5a. Check understanding of respective references to "community college" and "four-year college or university."

   5b. Check response categories to see if student understood them.

   5c. Check completeness and clarity of any answers under "Other" category.

6. Review Questions 20 and 23. Verify that student's answers are in rank order.

7. Review Questions 11, 12, 13 and 24.

   7a. Verify that student understood "units" and "GPA."

   7b. Inquire whether student <u>estimated</u> number of units and GPA.

   7c. Ask student to comment on changing GPA to C+, A-, etc. type answer.

8. Review Question 25 "Comments." Follow-up on any comment which is unclear. ("Please clarify the meaning of .....)

9. Review other questions on questionnaire to check for problems.

   9a. Did you have any problems answering question 1? Question 2? Etc.

   9b. IF YES: NOTE QUESTION # AND PROBLEM(S)

   9c. ON BLANK QUESTIONS: NOTE QUESTION # AND REASONS WHY IT WAS LEFT BLANK.

10. Ask students if there are any questions we should have asked which were not included on the questionnaire.

    10a. IF YES: NOTE QUESTION AND STUDENT'S REASONS FOR ADDING QUESTION.

11. THANK STUDENT FOR HIS/HER HELP.

REFERENCES

Bakshis, R. D. College of Du Page student fall quarter 1978 registration survey. Glen Ellyn, Ill: Office of Institutional Research, College of Du Page, October 1978. (ERIC Document Reproduction Service No. ED 167226).

Bethune, S. Retooling the college graduate. Community College Review, 4(4), Spring 1977, 36-40.

Brimm, J. and Achilles, C. M. The Reverse Transfer Student: A Growing Factor in Higher Education. Research in Higher Education, 4, 1976, 355-60.

Carter, J. A. and Schultz, R. E. The academic rehabilitation of former university students. Junior College Journal, 42(3), November 1971, 38-40-42-44.

Clark, B. R. The Open-Door College: A Case Study. New York: McGraw-Hill, 1960.

Cohen, A. M. and Brawer, F. B. The American Community College. San Francisco: Jossey-Bass, 1982.

Eckland, B. K. College dropouts who came back. Harvard Educational Review, 1964, 34(1), 402-420.

Fischer, O. R., Jr., Kellerman, J. S. and Odom, J. W. A Study of Reverse Transfer Students at Seminole Junior College and Valencia Community College. Nova University, June, 1975. (ERIC Document Reproduction Service No. ED 108717).

Grafton, C. L. and Roy, D. D. The "Second-Time Around" Community College Student: Assessment of Reverse Transfer Student Performance In A University Setting. Paper presented at the meeting of the American Educational Research Association, Boston, April 1980.

Heinze, M. C. and Daniels, J. L. The Transfer of Students Into Community Colleges. (ERIC Document Reproduction Service No. ED 050723).

Kintzer, F. C. Admission of students to California public junior college who are in academic difficulty at the University of California. College and University, 41(2), Winter 1966, 221-230.

Kirby, E. B. Reverse and Lateral Transfers at Oakton Community College, 1971-1977. (ERIC Document Reproduction Service No. ED 144661).

Kissler, G. R. Trends Affecting Undergraduate Education in the University of California. Presentation to the Board of Regents of the University of California Committee on Educational Policy, October 16, 1980.

Knoell, D. Update of Community College Transfer Student Statistics. Report to the California Postsecondary Education Commission, Fall, 1982.

Kuznik, A. E., Maxey, E. J. and Anderson, D. D. Reverse Transfers: A Survey. Community and Junior College Journal, 44(4), February 1974, 25-27.

Lee, G. E. Reverse Transfer: The "Retread Function" of Community Colleges. Paper presented at the American Educational Research Association, Washington, D.C., March, 1975. (ERIC Document Reproduction Service No. ED 104471).

Lee, R. An ERIC review: Reverse Transfer Students. Community College Review, 4(2), Fall 1976, 57-63.

Martinko, A. Success of Transfer Students in Pennsylvania. Pennsylvania Department of Education, October, 1978. (ERIC Document Reproduction Service No. ED 165849).

Meadows, M. E. and Ingle, R. R. Reverse Articulation: A Unique Function of the Junior College. College and University, 44(1), Fall, 1968, 47-54.

Muck, S. J. and Undem, J. An Analysis of the Records of Students Entering El Camino College on Probation From Other Institutions of Higher Learning. Los Angeles: University of California, January, 1965. (ERIC Document Reproduction Service No. ED 178122).

Preus, P. K. and Swaim, J. B. Open doors for reverse transfer students. Community and Junior College Journal, 44(5), February 1974, 27-29.

Rooth, S. R. The Reverse Transfer Student at Northampton County Area Community College. Tempe, Ariz.: Arizona State University, May, 1979. (ERIC Document Reproduction Service No. ED 178122).

Sheldon, M. S. Statewide Longitudinal Study, 1978-1981. Final Report. Los Angeles: Los Angeles Pierce College, 1982.

Slark, J. Reverse Transfer Students. Unpublished report, Santa Ana, CA: Santa Ana College, June, 1982.

Swedler, J. A. A Study of Reverse Transfers Who Entered Northern Illinois University During 1975-76: An Analysis of Their Academic Progress. DeKalb, Ill.: Northern Illinois University, November, 1981. (ERIC Document Reproduction Service No. ED 210084).

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 7 1983